DOCUMENT RESUME

ED 304 212 PS 017 810

AUTHOR Hitz, Randy; Driscoll, Amy
TITLE State Prekindergarten Program. Progress Report, Winter 1989.
INSTITUTION Oregon State Dept. of Education, Salem.
PUB DATE 89
NOTE 32p.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Comparative Analysis; *Demography; *Expectation; *Individual Development; Interviews; *Parent Education; Parent Participation; Preschool Children; *Preschool Education; Program Evaluation; State Programs
IDENTIFIERS *Oregon; *Program Characteristics; Project Head Start

ABSTRACT

Progress of Oregon's State Prekindergarten Program (SPP) during its first 3 months of program operation is reported. Serving mostly low-income, 3- and 4-year-old children, the SPP offers health, nutrition, education, and social services to children and their families. Parent involvement and education are important program components. This progress report provides demographic data collected in October, 1988 that afford a first look at the characteristics of the children, families, and staff involved in the 11 SPPs funded for the 1988-89 academic year. Also reported are findings of an assessment of the development of 67 SPP children from three sites, and interviews that focused on staff's and local educational leaders' expectations for and perceptions of the program. The SPP children scored nearly one-half standard deviation below the mean in all five developmental domains of the McCarthy Scales for Children. No difference was found in the scores of boys and girls. Differences were found between sites. Interview data indicated considerable optimism for the programs and overwhelmingly indicated expectations that programs would enrich children's lives and prepare children for school. It was also expected that parents would receive much-needed assistance. The report consists primarily of 20 tables, 9 charts, and accompanying text. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Oregon Dept. of Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PS 017810

FOREWORD

Since the early years of a child's life form the foundation for all areas of development, it is essential that young children have access to environments that are safe, stimulating and nurturing. Unfortunately, many of our youngest children, especially the growing number living in poverty, are not receiving the services and experiences they need to maximize their growth and potential. This is true in spite of the fact that research confirms and common sense tells us that individuals and society as a whole pay for the neglect of young children.

The overwhelming evidence that early childhood education is effective in fostering children's development inspired the State Board of Education in 1986 to begin the State Early Childhood Initiatives Project (SECIP). This project was enhanced by a technical assistance grant from the National Association of State Boards of Education. The SECIP helped Senator Frank Roberts and Speaker Vera Katz write Senate Bill 524, creating two new early childhood grant-in-aid programs for at-risk children. One program, the State Prekindergarten Program (SPP), was funded at a level of $1.1 million to serve approximately 350 three- and four-year-old children.

The SPP serves mostly low-income, three- and four-year-old children. It is a comprehensive prekindergarten program similar to the federal Head Start Program and offers health, nutrition, education and social services to participating children and their families. In addition, parent involvement and parent education are important components of the program.

This document presents a progress report on the SPP. Included in the document are demographic data, a summary of participant and community member expectation interviews, and pretest data on the development of a sample of children in the program. All data were collected in the first three months of program operation.

Community support for the State Prekindergarten Program has been excellent at both the local and state levels. Local prekindergartens have received contributions in the form of volunteer time, classroom space, materials, equipment, and transportation. Grants for program assessment have been forthcoming at the state level. I would especially like to thank the following organizations and individuals for their contributions which made the assessment of the program and this report possible.

1. *Center for Urban Research in Education*
2. *Oregon Community Foundation**: Clayton and Edith Strain Memorial Fund,
   Mr. and Mrs. Edmund Hays, Sr., Fund
3. *Portland State University School of Education*

Verne A. Duncan
State Superintendent of Public Instruction

STATE PREKINDERGARTEN PROGRAM PROGRESS REPORT

TABLE OF CONTENTS

Report Summary.....1

State Prekindergarten Demographic Information.....2

Table 1, Age and Gender of Children.....2
Table 2, Disabled Children.....3
Table 3, Ethnicity of Children.....4
Table 4, Dominant Language of Children.....4
Table 5, Health Characteristics of Children.....5
Table 6, SPP Families.....5
Table 7, Number of Adults in Child's Family.....6
Table 8, Number of Children in SPP Families.....6
Table 9, Income Level of Families.....7
Table 10, Employment Status of Parents.....7
Table 11, Current Age of Mother.....8
Table 12, Age of Mother at Birth.....8
Table 13, Educational Level of Mothers.....9
Table 14, Educational Level of Fathers.....9
Table 15, SPP Staff.....10
Table 16, SPP Teachers.....11
Table 17, Rate of Pay for SPP Teachers.....12
Table 18, Fringe Benefits for SPP Teachers.....12
Table 19, SPP Teachers Salaries.....13
Table 20, SPP Teachers Feelings About Their Work.....14

Developmental Assessment of State Prekindergarten Children.....15

Summary Data of Pretesting McCarthy Scales for Children, Fall, 1988.....16

Chart 1, 67 Children in 3 Programs Umatilla/Morrow, Curry, AMA 16
Chart 2, 19 Children 3 Years of Age.....17
Chart 3, 37 Children 4 Years of Age.....18
Chart 4, 11 Children 5 Years of Age.....19
Chart 5, 35 Male Children.....20
Chart 6, 32 Female Children.....21
Chart 7, 25 Children in Curry County.....22
Chart 8, 19 Children in AMA Head Start.....23
Chart 9, 23 Children in Umatilla/Morrow County Head Start.....24

Interview Study.....25-26

A Day In The Life of Children and Families.....27-28

REPORT SUMMARY

- Three hundred twenty-nine low-income three- and four-year-old children were receiving SPP services as early as October 1988.
- Already 14 percent of the SPP children have been identified as disabled.
- The majority of SPP children are white, but four other racial/ethnic groups are also represented.
- Two-thirds of the SPP children had their immunizations prior to the beginning of classes in the fall of 1988.
- Twenty-six children have identifiable health problems and 35 have already been found to have dental problems.
- There are 318 families served by the SPP. A majority are single-parent homes.
- Twenty-six percent of the SPP parents are unemployed. Only 32 percent are employed full time.
- Nearly half (149) of the families receive AFDC and 136 families receive some other form of public assistance.
- A majority (164) of SPP mothers gave birth to their first child when they were teenagers.
- Thirty-nine percent of the mothers and 33 percent of the fathers have <u>not</u> completed high school or the GED.
- Thirty-one teachers and 18 classroom aides are employed to work with SPP children.
- Only 12 teachers have the recommended background for teaching in the SPP.
- The average hourly rate of pay for SPP teachers is $6.54.
- The vast majority of SPP teachers like their work, but nearly half feel they will have to look for different jobs in order to earn more money.
- The development of 67 SPP children from three different sites was assessed through the use of a standardized test. The SPP children scored nearly one-half standard deviation below the mean in all five developmental domains covered by the test. No difference was found in the scores of boys and girls. Differences were found between sites.
- Interviews were conducted with staff and local educational leaders to determine information about expectations and perceptions of the programs. There is considerable optimism for the programs. Interviewees overwhelmingly indicated expectations that programs would be beneficial, enrich children's lives and get them ready for school. They also indicated the expectation that parents would receive much needed assistance.

STATE PREKINDERGARTEN DEMOGRAPHIC INFORMATION

Introduction

The demographic data presented in this report was collected in October 1988. Since the SPP programs began operation in late September or early October, much of the data is incomplete. Nevertheless, it provides an excellent "first look" at the nature of the children, families, and staff involved in SPP programs. The data will be updated in April for the end of the year report.

Eleven SPP programs were funded for the 1988-89 academic year. One program, Eastern Oregon, prepared two separate reports, one for the Echo/Irrigon site and one for the Elgin site. Therefore, a total of 12 demographic survey questionnaires were completed in preparation for this report.

THE CHILDREN

A total of 329 three- and four-year-old children were receiving SPP services as of October 1988. This is very close to the total number (390) projected. The only program which was not able to fill all slots within the first month was Curry County, one of only three programs which is beginning a totally new program--The others are extensions of existing Head Start programs. Unlike the other two new programs and all of the other SPP programs, the Curry County SPP is beginning in a region which has never had a similar comprehensive prekindergarten program. The fact that Curry County SPP was able to fill nearly all of its slots and all other SPP programs are fully enrolled is evidence of the tremendous need for services throughout the state.

Age and Gender

Virtually equal numbers of boys and girls are enrolled throughout the state. Clearly, program directors make a special effort to balance classes according to children's gender. Equally clear is the fact that four-year-olds are given priority over three-year-olds. Only half of the programs enroll any three-year-olds at all. The total number of three-year-olds is 50 or 16 percent of the total number of SPP children. See Table 1.

TABLE 1
AGE AND GENDER OF CHILDREN

Program	Total Children	Male	Female	Three-Year-Olds	Four-Year-Olds
AMA Head Start	20	7	13	3	16
Clackamas ESD	20	7	13	7	13
Clackamas Head Start	40	22	18	0	40
Curry County SPP	52	27	25	10	42
Echo/Irrigon EO	30	14	16	13	17
Elgin Center EO	20	14	6	0	20
Klamath Head Start	40	19	21	0	40
Malheur County HS	25	13	12	0	25
Mt. Hood/Centennial SD	36	15	21	0	36
OSU Center	7	5	2	4	3
Salem Head Start	23	12	11	13	10
Washington County HS	16	8	8	0	16

Disabled Children

At least 10 percent of the total number of SPP children must be disabled (OAR 581-19-030). Already 14 percent (48) have been so identified. The vast majority of these children have speech disabilities. The total number of disabled children will very likely increase as more of the already-enrolled children are found to have disabling conditions. See Table 2.

TABLE 2

DISABLED CHILDREN*

Program	Spch	Behav	Blind	Vis Impr	Deaf	Hear Impr	Phys Dsb	Rtrd	Spch Dsb	Emo Dist	Total Dsb
AMA Head Start	0	5	0	0	0	0	0	0	0	0	1
Clackamas ESD	5	2	0	0	0	0	0	0	0	0	0
Clackamas Head Start	3	0	0	0	0	0	1	0	2	1	3
Curry County SPP	6	4	0	0	0	0	1	0	4	1	4
Echo/Irrigon EO	0	4	0	0	0	0	0	0	12	0	12
Elgin Center EO	7	0	1	1	0	0	1	2	6	1	8
Klamath Head Start	8	2	0	0	0	0	1	0	8	0	9
Malheur County HS	2	2	0	0	0	0	0	0	1	0	1
Mt. Hood/Centennial SD	8	2	0	0	0	0	1	0	5	0	6
Salem Head Start	5	2	0	0	0	0	2	0	5	0	2
OSU Center	1	0	0	0	0	0	0	0	1	0	0
Washington County HS	2	1	0	0	0	0	1	0	2	0	2
Total	47	24	1	1	0	0	8	2	46	3	48

*Numbers for specific categories will add to more than the total because many children have multiple disabling conditions.

Race/Ethnicity and Dominant Language of the Children

Over three-fourths of the SPP children are white (76 percent). Other racial and ethnic groups represented include: Indian (3 percent), Asian (<1 percent), Black (8 percent), and Hispanic (12 percent). See Table 3.

TABLE 3

ETHNICITY OF CHILDREN

Program	Indian	Asian	Black	Hispanic	White
AMA Head Start	0	0	19	0	1
Clackamas ESD	0	0	0	1	19
Clackamas Head Start	0	1	2	1	36
Curry County SPP	2	1	0	5	44
Echo/Irrigon EO	0	0	0	7	23
Elgin Center EO	0	0	0	0	20
Klamath Head Start	5	0	2	3	30
Malheur County HS	0	0	0	13	12
Mt. Hood/Centennial SD	0	0	2	3	31
OSU Center	0	0	0	1	6
Salem Head Start	1	1	2	2	17
Washington County HS	2	0	0	4	10
Total	10	3	27	40	249

At this point only three languages; English, Spanish, and Cambodian are represented in the SPP program. The vast majority of children (307) speak English. Another 31 speak Spanish and one child speaks Cambodian. Apparently, ten children live in homes where both Spanish and English is spoken. See Table 4.

TABLE 4

DOMINANT LANGUAGE OF CHILDREN

Program	Engl	Span	Camb	Chin	Fren	Hait	Kore	Viet
AMA Head Start	20	0	0	0	0	0	0	0
Clackamas ESD	19	1	0	0	0	0	0	0
Clackamas Head Start	39	0	1	0	0	0	0	0
Curry County SPP	50	2	0	0	0	0	0	0
Echo/Irrigon EO	24	6	0	0	0	0	0	0
Elgin Center EO	20	0	0	0	0	0	0	0
Klamath Head Start	39	11	0	0	0	0	0	0
Malheur County HS	19	6	0	0	0	0	0	0
Mt. Hood/Centennial SD	36	0	0	0	0	0	0	0
OSU Center	6	1	0	0	0	0	0	0
Salem Head Start	23	0	0	0	0	0	0	0
Washington County HS	12	4	0	0	0	0	0	0
Total	307	31	1	0	0	0	0	0

Health Characteristics of the Children

Nearly two-thirds of the SPP children had their immunizations completed prior to the beginning of classes. All children are required to have their immunization up-to-date within xx days of their enrollment. Twenty-six children have identifiable medical problems, 31 have significant allergies, and 35 have been identified as having dental problems. See Table 5.

TABLE 5
HEALTH CHARACTERISTICS OF CHILDREN

Program	Complete	Medical	Allergies	Dental
AMA Head Start	20	0	0	0
Clackamas ESD	12	1	4	2
Clackamas Head Start	32	3	4	1
Curry County SPP	--	1	2	5
Echo/Irrigon EO	23	1	0	0
Elgin Center EO	14	1	0	0
Klamath Head Start	27	7	4	3
Malheur County HS	20	0	5	4
Mt. Hood/Centennial SD	24	5	7	10
OSU Center	5	1	1	0
Salem Head Start	22	3	1	9
Washington County HS	0	3	3	1
Total	199	26	31	35

FAMILY CHARACTERISTICS

Adults and Siblings in SPP Families

A total of 318 different families is served by the SPP (Table 6). A majority of these homes include a single parent (171), and in most of these (141) the single parent is the only adult in the household. A small number (15) of the SPP families include three or more adults (Table 7).

TABLE 6
SPP FAMILIES

Program	Families	Two Parent	One Parent	No Parent	Foster
AMA Head Start	18	2	16	0	0
Clackamas ESD	20	4	14	0	2
Clackamas Head Start	40	17	23	0	0
Curry County SPP	47	18	27	2	0
Echo/Irrigon EO	28	15	13	0	0
Elgin Center EO	19	6	13	0	1
Klamath Head Start	40	13	26	1	0
Malheur County HS	25	18	7	0	0
Mt. Hood/Centennial SD	35	14	19	1	2
OSU Center	7	4	3	0	0
Salem Head Start	23	21	2	1	0
Washington County HS	16	8	8	0	0
Total	318	140	171	5	5

TABLE 7

NUMBER OF ADULTS IN CHILD'S FAMILY

Program	One Adult	Two Adult	Three Adult	Four + Adult
AMA Head Start	18	2	0	0
Clackamas ESD	7	10	1	1
Clackamas Head Start	22	18	0	0
Curry County SPP	28	19	0	0
Echo/Irrigon EO	11	14	1	2
Elgin Center EO	3	16	1	0
Klamath Head Start	15	22	2	1
Malheur County HS	5	19	0	1
Mt. Hood/Centennial SD	13	18	3	1
OSU Center	2	4	1	0
Salem Head Start	9	14	0	0
Washington County HS	8	8	0	0
Total	141	164	9	6

Nearly half (148) of the SPP families include three or more children. Another 121 (38 percent) are two-children families, and 46 families have only one child.

TABLE 8

NUMBER OF CHILDREN IN SPP FAMILIES

Program	One Child	Two Children	Three Children	Four Children	Five + Children
AMA Head Start	4	6	9	0	1
Clackamas ESD	3	6	8	0	3
Clackamas Head Start	6	21	4	3	2
Curry County SPP	10	19	8	7	3
Echo/Irrigon EO	2	12	6	6	2
Elgin Center EO	3	4	9	3	0
Klamath Head Start	4	22	6	6	1
Malheur County HS	1	8	6	5	5
Mt. Hood/Centennial SD	5	12	14	2	2
OSU Center	3	1	3	0	0
Salem Head Start	3	5	9	3	3
Washington County HS	2	5	5	3	1
Total	46	121	87	38	23

Employment Status and Income Levels of Families

Twenty-six percent of the parents of SPP children are unemployed. Another 16 percent are seasonally employed, and 18 percent are employed part time. Only 32 percent of the parents are employed full time. Thirteen percent of the parents are "students."

Up to 20 percent of the SPP families do not need to meet the low-income requirement of falling below 100 percent of the Federal Poverty Guidelines (OAR 581-19-030). In spite of this, it is clear that all or nearly all of the families are low-income (Table 10). Nearly half (149) of the families receive AFDC. Another 136 families receive some other form of public assistance. See Table 9.

TABLE 9
INCOME LEVEL OF FAMILIES

Program	$0-$2,999	$3,000-$5,999	$6,000-$8,999	$9,000-$11,999	$12,999-$14,999	$15,000-$19,999	$20,000 +
AMA Head Start	0	2	15	0	3	0	0
Clackamas ESD	2	6	8	0	2	0	0
Clackamas Head Start	4	12	16	4	2	2	0
Curry County SPP	1	10	8	6	2	3	1
Echo/Irrigon EO	0	10	10	5	3	0	0
Elgin Center EO	1	4	7	2	2	0	2
Klamath Head Start	1	14	19	4	1	1	0
Malheur County HS	1	9	10	3	2	0	0
Mt. Hood/Centennial SD	2	12	9	4	3	2	3
OSU Center	0	3	3	1	0	0	0
Salem Head Start	0	6	14	0	2	0	0
Washington County HS	0	6	5	4	1	0	0
Total	12	94	124	33	23	8	6

TABLE 10
EMPLOYMENT STATUS OF PARENTS

Program	Empld F-time	Empld P-time	Empld Season	Unempl	Retire/ Disable	Student	Two Emp Parent	AFDC	Other Assist
AMA Head Start	7	7	0	0	0	6	1	15	0
Clackamas ESD	6	3	1	5	0	5	1	9	16
Clackamas Head Start	13	5	2	19	0	2	1	13	6
Curry County SPP	14	12	3	9	2	1	3	14	7
Echo/Irrigon EO	17	0	2	5	1	3	4	6	10
Elgin Center EO	6	2	33	3	0	0	5	9	9
Klamath Head Start	10	8	1	18	0	3	1	24	29
Malheur County HS	4	7	5	8	0	1	11	13	18
Mt. Hood/Centennial SD	15	4	1	11	1	3	2	17	23
OSU Center	1	2	1	3	0	3	2	3	6
Salem Head Start	5	1	0	1	0	13	3	21	2
Washington County HS	4	5	1	1	2	1	1	5	10
Total	102	56	50	83	6	41	35	149	136

SPP Mothers and Fathers

A majority of the SPP mothers (164) gave birth to their first child when they were teenagers (Table 11). Only seven of the mothers were over 30 years of age at the time of their first child's birth. Four mothers are still in their teens. The vast majority of mothers (223) fall in the 20-29 years age bracket. Only six of the mothers are over 40 years of age. See Table 11.

TABLE 11
CURRENT AGE OF MOTHER

Program	16 Years	17-19 Yrs	20-29 Yrs	30-39 Yrs	40 + Yrs
AMA Head Start	2	0	13	3	0
Clackamas ESD	0	0	12	7	1
Clackamas Head Start	0	1	39	9	1
Curry County SPP	0	0	26	15	1
Echo/Irrigon EO	0	0	18	9	0
Elgin Center EO	0	0	5	8	1
Klamath Head Start	0	0	32	8	0
Malheur County HS	0	0	18	5	2
Mt. Hood/Centennial SD	0	0	25	10	0
OSU Center	0	0	5	2	0
Salem Head Start	0	0	18	5	0
Washington County HS	0	1	12	3	0
Total	2	2	223	84	6

TABLE 12
AGE OF MOTHER AT BIRTH

Program	B 16-Years	B 17-19 Yrs	B 20-29 Yrs	B 30+ Yrs
AMA Head Start	1	12	5	0
Clackamas ESD	16	12	5	0
Clackamas Head Start	3	11	25	1
Curry County SPP	2	16	22	2
Echo/Irrigon EO	0	9	18	0
Elgin Center EO	1	4	8	2
Klamath Head Start	6	17	16	1
Malheur County HS	1	12	11	0
Mt. Hood/Centennial SD	4	14	16	1
OSU Center	1	2	4	0
Salem Head Start	1	10	10	0
Washington County HS	3	6	7	0
Total	39	125	147	7

A very large number of mothers (104) have not completed high school. This represents 39 percent of the total mothers represented which is only 266 because data are not yet in from Curry County. Ninety mothers indicate that their highest level of educational achievement is high school or the GED. Another 58 have completed some level of college work, but only one mother has received a diploma from a college and seven have a diploma from a trade school.

TABLE 13
EDUCATIONAL LEVEL OF MOTHERS

Program	9th	10-11th	12th	HS Grd	GED	College	AA/BA	Trd Sch	DK
AMA Head Start	0	0	0	4	0	13	1	0	0
Clackamas ESD	3	3	0	7	0	5	0	1	0
Clackamas Head Start	8	10	4	6	3	5	0	0	4
Curry County SPP	—	—	—	—	—	—	—	—	—
Echo/Irrigon EO	4	5	6	7	4	1	0	0	0
Elgin Center EO	1	6	1	3	2	4	0	0	0
Klamath Head Start	6	6	2	12	3	9	0	1	0
Malheur County HS	5	7	0	9	1	3	0	0	0
Mt. Hood/Centennial SD	2	3	3	15	3	7	0	2	0
OSU Center	1	1	1	0	0	2	0	1	1
Salem Head Start	1	6	4	3	0	7	0	1	1
Washington County HS	1	4	0	4	4	2	0	1	0
Total	32	51	21	70	20	58	1	7	6

Data on the educational level of SPP fathers are available for 199 fathers. Thirty-three percent of the fathers have not yet completed high school or the GED. Thirty-two percent list high school or the GED as their highest level of educational achievement. Fourteen percent have completed some college, but only 11 have a diploma from a college and two report having a diploma from a trade school. It is worth noting that in many cases (31) SPP program directors were unable to obtain information on the educational level of the children's fathers. See Table 14.

TABLE 14
EDUCATIONAL LEVEL OF FATHERS

Program	F-9-	F 10-11	F 12th	F HS Grade	F GED	F College	F AA/BA	F Trade	F DK
AMA Head Start	0	0	0	0	0	0	1	0	17
Clackamas ESD	1	1	0	1	1	0	0	0	0
Clackamas Head Start	4	4	5	5	6	2	1	0	3
Curry County SPP	—	—	—	—	—	—	—	—	—
Echo/Irrigon EO	3	6	0	6	0	1	0	0	0
Elgin Center EO	1	5	1	3	2	2	1	0	3
Klamath Head Start	3	0	2	5	1	2	0	0	0
Malheur County HS	6	2	3	5	1	3	0	0	0
Mt. Hood/Centennial SD	2	1	2	14	4	4	2	1	5
OSU Center	0	2	0	0	0	3	2	0	0
Salem Head Start	2	4	1	1	4	8	0	1	2
Washington County HS	1	2	1	3	1	2	4	0	1
Total	23	27	15	43	20	27	11	2	31

SPP STAFF

A total of 133 staff (61.2 FTE) are working with SPP children. It is obvious that many of these staff spend a small amount of their total time for the SPP. In most cases, these staff members are employed primarily with Head Start funds to serve Head Start children. SPP funds are used to pay only a portion of their salaries. Twenty-two teachers and 18 classroom aides work primarily or exclusively with SPP children. Most other staff spend much smaller percentages of their time with the SPP children. See Table 15.

TABLE 15
SPP STAFF

Program	# Staff	Total FTE	Adminis	Coordin	Teachers	Aides	Other
AMA Head Start	11	5	2	5	1	2	0
Clackamas ESD	1	1	0	0	0	0	0
Clackamas Head Start	12	6.65	1	1	2	3	5
Curry County SPP	9	8	1	1	4	2	1
Echo/Irrigon EO	13	6	5	3	2	2	1
Elgin Center EO	5	3.5	1	1	1	2	1
Klamath Head Start	18	16	2	5	2	2	8
Malheur County HS	25	3.9	2	6	3	3	11
Mt. Hood/Centennial SD	19	6.75	1	3	2	2	8
OSU Center	20	4.4	1	1	14	0	4
Salem Head Start	52	4.72	1	5	12	17	17
Washington County HS	12	2.72	4	2	1	1	4
Total	133	61.2	16	26	31	18	39

SPP Teachers

Program requirements for the SPP call for teachers to have a four-year college degree in early childhood education or child development. If program directors were unable to find teachers with that kind of background, they were to employ persons who "possess documented competencies and experiences equivalent to the degree." (State Prekindergarten Program Requirements, page 36.) Apparently, it was very difficult for most administrators to find well-qualified teachers. Only 12 of the 32 teachers serving SPP children have baccalaureate or masters degree backgrounds in early childhood or child development. Six teachers have baccalaureate degrees in other disciplines and another seven teachers have early childhood credentials from two-year colleges. Six teachers hold a Child Development Associate (CDA) degree, a nationally recognized credential. The CDA is a competency based program not intended to be equivalent to or take the place of a two-year or four-year college degree.

Most of the teachers report having considerable teaching experience prior to their SPP position. The vast majority (27) have experience teaching three- and four-year-olds. Sixteen of the teachers have over six years of experience. Another four teachers have between four and six years. Only three teachers had no teaching experience prior to this year. However, all of those teachers have experience as classroom aides. Table 16.

TABLE 16

Teachers	Degree	Years Exper	Ages Exper	Formal ECE	College
AMA Head Start #1	AA	6+	0-8	Major AA	PCC
Clackamas Head Start #1	AA	6+	3-4	Major AA	MHCC
Clackamas Head Start #2	Student	6+	0-8	N/A	PSU
Curry County SPP #1	BA	1-3	6-8	Courses	OCE
Curry County SPP #2	None	N/A	N/A	N/A	N/A
Curry County SPP #3	BA	6+	3-8	Major BA	SF State
Curry County SPP #4	BA	6+		Major MA	SOSC
Elgin High School #1	BA	1-3	3-5	Minor BA	EOSC
Klamath High School #1	CDA	6+	3-5	CDA	N/A
Klamath High School #2	CDA	6+	3-5	CDA	N/A
Malheur Co High School #1	CDA	4-6	3-5	CDA	N/A
Malheur Co High School #2	BA	4-6	0-8	Minor BA	Utah St
Malheur Co High School #3	BA	0	N/A	Minor BA	EOSC
Malheur Co High School #4	HS	6+	0-8	None	None
Mt. Hood/Centennial #1	BA	4-6	3-4	Minor BA	OSU
Mt. Hood/Centennial #2	BA	1-3	3-8	Major BA	Wash St
OSU SPP #1	MA	1-3	0-4	Major MA	OSU
OSU SPP #2	BA	1-3	0-5	Minor BA	OSU
Salem High School #1	AA	6+	3-4	Major AA	Chem CC
Salem High School #2	BA	6+	3-5	CDA	Col State
Salem High School #3	CDA	6+	3-5	CDA	Chem CC
Salem High School #4	Student	0	N/A	N/A	Chem CC
Salem High School #5	BA	1-3	3-8	Major BA	Wheelock
Salem High School #6	BA	6+	3-5	Major AA	Rio Horido
Salem High School #7	BA	6+	3-8	Major BA	U Alberta
Salem High School #8	MA	1-3	3-4	None	WOSC
Salem High School #9	BA	6+	3-8	Montessori	SOSC
Salem High School #10	AA	1-3	3-4	Major AA	Chem CC
Umatilla/Morrow HS #1	AA	6+	3-4	CDA	Texas S CC
Umatilla/Morrow HS #2	BA	6+	3-8	None	EOSC
Washington Co HS #1	AA	1-3	3-4	1 Yr Cert	PCC
Washington Co HS #2	BA	4-6	3-5	Minor BA	PSU

SPP teachers earn between $4.70 and $9.32 per hour, and they generally work eight to nine months per year. The average hourly rate of pay is $6.54. Fringe benefits vary considerably from one program to the next. All programs offer some form of health insurance coverage for their teachers. However, the employer contribution ranges from partial payment for the employee only to full payment for the employee and family. Only four programs pay into a retirement program for teachers, and ten pay part or all of the teachers' dental insurance. Six programs have life insurance policies for the teachers. See Tables 17 and 18.

TABLE 17
RATE OF PAY FOR SPP TEACHERS

Program	Low Rate	High Rate	Ave Rate
AMA Head Start	7.62	7.62	7.62
Clackamas Head Start	6.17	7.90	7.62
Curry County SPP	8.75	9.25	9.06
Echo/Irrigon EO	5.95	7.45	6.20
Elgin Center EO	7.80	7.80	7.80
Klamath Head Start	6.59	6.59	6.59
Malheur County HS	5.35	5.91	5.64
Mt. Hood/Centennial SD	7.65	9.32	8.13
OSU Center	6.50	6.50	6.50
Salem Head Start	6.41	8.89	7.12
Washington County HS	4.70	7.28	6.16
Total			

TABLE 18
FRINGE BENEFITS FOR SPP TEACHERS

Program	Hlth Ins F	Hlth Ins E	Part H/F	H/E	Rtmnt	Dentl Ins	Part Dentl	Life Ins
AMA Head Start	0	1	0	0	0	1	0	0
Clackamas Head Start	0	0	1	0	0	0	1	0
Curry County SPP	0	1	0	0	0	1	0	1
Echo/Irrigon EO	0	1	0	0	1	1	0	1
Elgin Center EO	0	1	1	0	1	0	1	0
Klamath Head Start	0	1	0	0	0	0	0	0
Malheur County HS	0	1	1	0	0	0	1	1
Mt. Hood/Centennial SD	1	0	0	0	1	1	0	1
OSU Center	0	0	0	1	0	0	1	0
Salem Head Start	0	1	0	0	0	1	0	1
Washington County HS	0	1	1	0	1	0	1	1
Total	1	8	4	1	4	5	5	6

SPP teachers work anywhere from 30 to 40 weeks each year for 35 to 40 hours per week. The average annual salary for SPP teachers is $8,981. Seven of the teachers hold second jobs and 13 take other jobs in the summer. Only eight of the teachers provide the sole source of income for their families. Seventeen use their income as a secondary source for the family. See Table 19.

TABLE 19

Teachers	Annual Salary	Weeks/ Year	Hours/ Week	Income/ Family	Second Job?	Summer Employe
AMA Head Start #1	11,880	36	40	Supplem	Yes	Yes
Clackamas Head Start #1	11,135	34	40	Sole Src	No	No
Clackamas Head Start #2	9,095	34	40	Primary	No	Yes
Curry Co SPP #1	10,710	34	35	Primary	No	Maybe
Curry Co SPP #2	10,413	34	35	Supplem	No	No
Curry Co SPP #3	11,008	34	35	Sole Src	Yes	No
Curry Co SPP #4	12,384	36	35		No	No
Elgin HS #1	11,655	42	35	No	Yes	
Klamath HS #1	9,000	37	40	Primary	No	No
Klamath HS #2	9,000	37	36	Supplem	No	No
Malheur Co. HS #1	6,031	36	24	Sole Src	No	Yes
Malheur Co. HS #2	3,594	36	24	Supplem	No	Yes
Malheur Co. HS #3	6,674	36	36	Supplem	No	No
Malheur Co. HS #4	8,352	37	?	Primary	No	Yes
Mt. Hd/Centennial #1	11,592	35	40	Supplem	No	No
Mt. Hd/Centennial #2	10,410	36	35	Sole Src	Yes	Yes
OSU SPP #1		33	20	Supplem	No	Yes
OSU SPP #2	4,900	36	20	Supplem	No	No
Salem HS #1	10,040	32	40	Sole Src	No	No
Salem HS #2	9,940	33	40	Sole Src	No	No
Salem HS #3	10,930	36	40	Supplem	Yes	Yes
Salem HS #4	8,040	30	40	Supplem	No	Yes
Salem HS #5		36	40	Sole Src	No	No
Salem HS #6	9,624	36	40	Primary	Yes	Yes
Salem HS #7	11,984	40	40	Supplem	No	No
Salem HS #8	10,560	40	40	Supplem	No	?
Salem HS #9	9,108	30	40	Supplem	No	Yes
Salem HS #10	8,986	36	40	Sole Src	No	No
Umatilla/Morrow HS #1	9,630	36	40	Supplem	No	No
Umatilla/Morrow HS #2	9,270	34	40	Supplem	No	No
Washington Co HS #1	4,077	35	26	Supplem	Yes	Yes
Washington Co HS #2	8,387	36	32	Supplem	No	No

Teachers in the SPP program were asked how they felt about their work. Table 20 lists 12 statements they were asked to respond to. It also lists the number of teachers who indicated that the statements applied to them. Teachers were overwhelmingly positive about their work. Twenty-four teachers said that teaching was a wonderful career opportunity, and 27 indicated that the SPP was a good place for them at this time. None of the teachers said they would prefer to work in a different preschool setting, and none said they did not like teaching. Only three teachers indicated that they would prefer teaching in a different setting (older children).

Although the teachers appear pleased with the work they do, many express dissatisfaction with the compensation they receive for their work. Only 12 teachers said they felt their salaries were fair, and 18 felt that their fringe benefits were fair. Fifteen teachers indicated that they liked teaching in the SPP but that in the future they would have to look for another job where they could earn more money. Three teachers would clearly prefer teaching in an elementary school instead of the SPP.

TABLE 20

Statement	# Respondents
Teaching in the SPP is a wonderful career opportunity for me.	24
I have no desire, at this time, to teach in a different setting.	14
The SPP is a wonderful place for me, at this time.	27
I would prefer to work in a different preschool setting.	0
I would prefer to work with older children.	3
I would eagerly teach in a different setting such as kindergarten or primary grades, if I could make more money.	7
The salary I earn is fair.	12
The fringe benefits of my job are fair.	18
I wish I had more training opportunities.	9
I don't like teaching.	0
I would move to an elementary teaching position, if I could make more money.	3
I like teaching in the SPP, but in the future I will have to look for another job that pays more.	15

dsm/SPEC1449
013089

DEVELOPMENTAL ASSESSMENT OF STATE PREKINDERGARTEN CHILDREN

In the fall of 1988, 67 children from three different SPP sites (2 rural and 1 urban) were tested using the McCarthy Scales for Children. An additional 20 children will be tested in the winter of 1989. One other child found to be untestable in the fall will also be tested later. The purpose of the testing was to obtain baseline data on the development of SPP children. The McCarthy Scales were selected because of their adherance to guidelines established by the American Psychological Association and their ability to provide subscores in five different developmental domains. In addition, the McCarthy Scales have been normed with groups of children which include racial and cultural minorities and are similar to children in Oregon's State Prekindergarten Program. Finally, the tests are normed for age cohorts at quarter year intervals for children from ages 2.5 to 8.5 years of age.

The first 67 tests were administered individually by an early childhood specialist from Portland State University. The remaining 20 children will be tested by a different early childhood specialist trained by the person from PSU. All children will be tested again by the same two people near the end of the academic year in order to gain a picture of the children's programs over the year.

Test Results

Chart 1 provides a summary of the scores for all 67 children. In all areas the SPP children scored substantially below the mean (at or near one-half standard deviation below the mean). The range of scores was quite large. In the general cognitive category, the high score of 121 is over one standard deviation above the mean. On the other end of the scale, the low score of 40 is over three standard deviations below the mean. Similar ranges are round in all five subscore areas.

Charts 2 through 4 provide a summary of the test results by age of the children tested. All age cohorts scored substantially below the mean. The lowest scores, however, were registered by the 11 five-year-olds.

The test was administered to 35 males and 32 females. No difference was found in the performance of boys and girls (charts 4 and 5).

Finally, the scores of children from each of the three SPP sites was compared. The children in Curry County scored just below the mean in every area except motor development. The children in Umatilla/Morrow, on the other hand, scored nearly a full standard deviation below the mean in every area except perceptual performance. The AMA children scored between those from the other two groups, near one-half standard deviation below the mean. Further analysis is needed to determine the extent of statistical significance between the differences of group scores.

State Preschool Program

Summary Data of Pretesting
McCarthy Scales for Children
Fall 1988

Report: 67 CHILDREN IN 3 PROGRAMS
UMATILLA/MORROW, CURRY, AMA

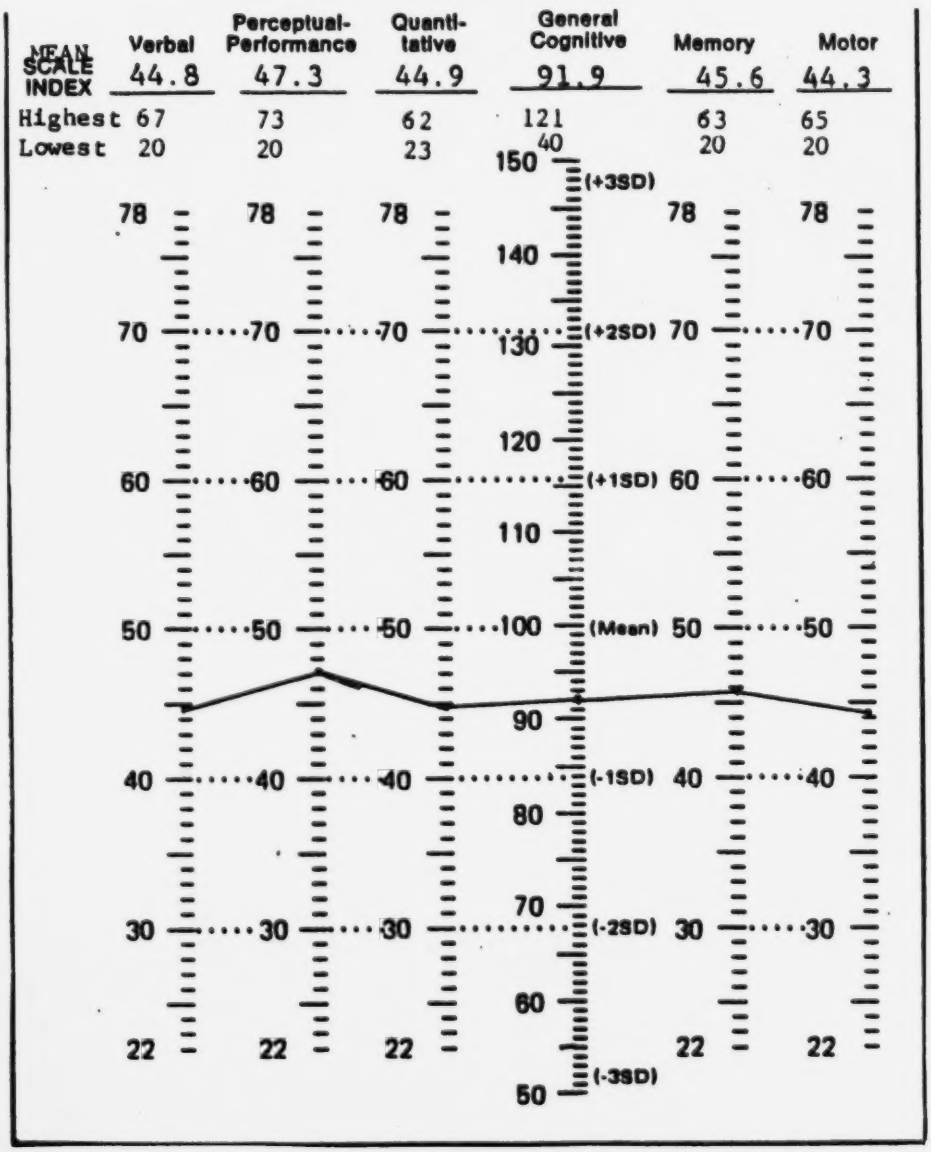
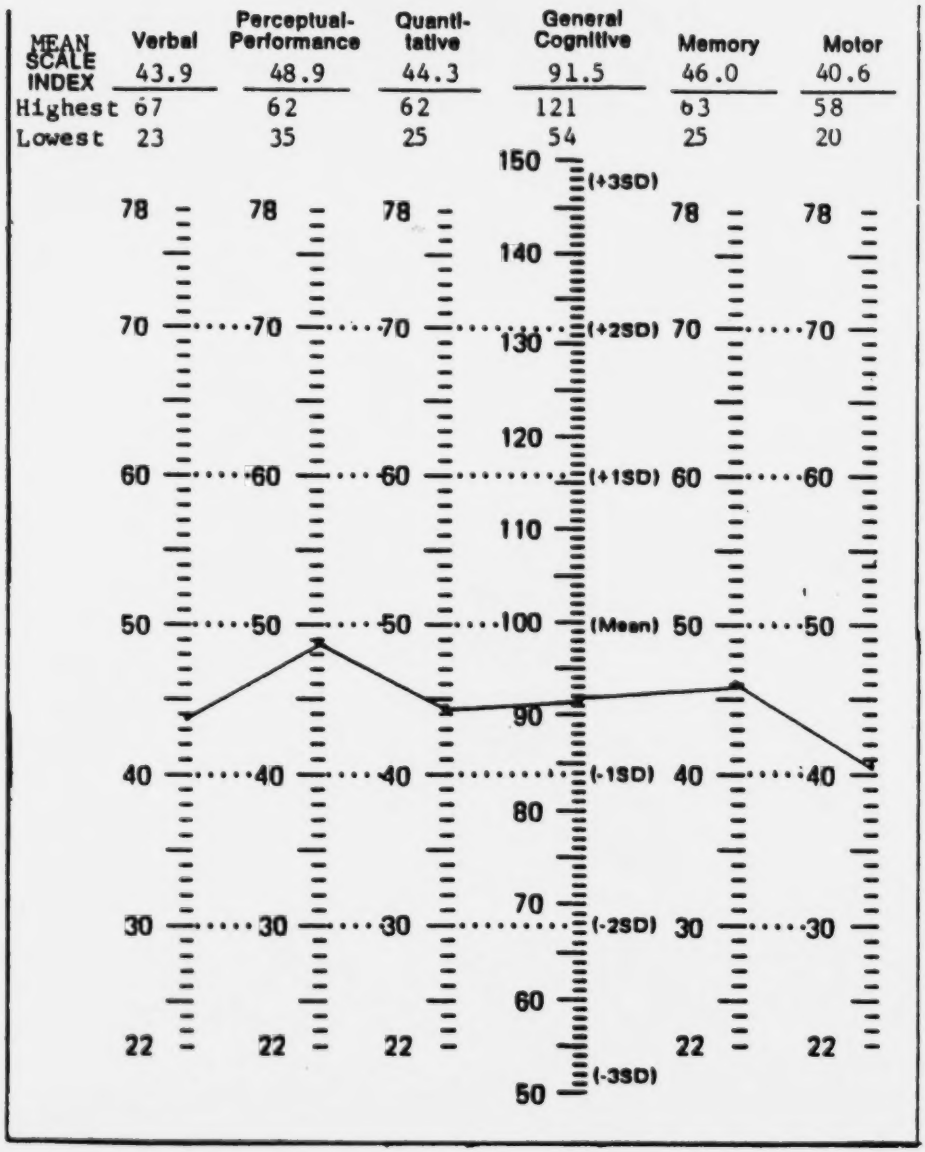


CHART 2

State Preschool Program

Summary Data of Pretesting
McCarthy Scales for Children
Fall 1988

Report: 19 CHILDREN 3 YEARS OF AGE



State Preschool Program

Summary Data of Pretesting
McCarthy Scales for Children
Fall 1988

Report: 37 CHILDREN 4 YEARS OF AGE

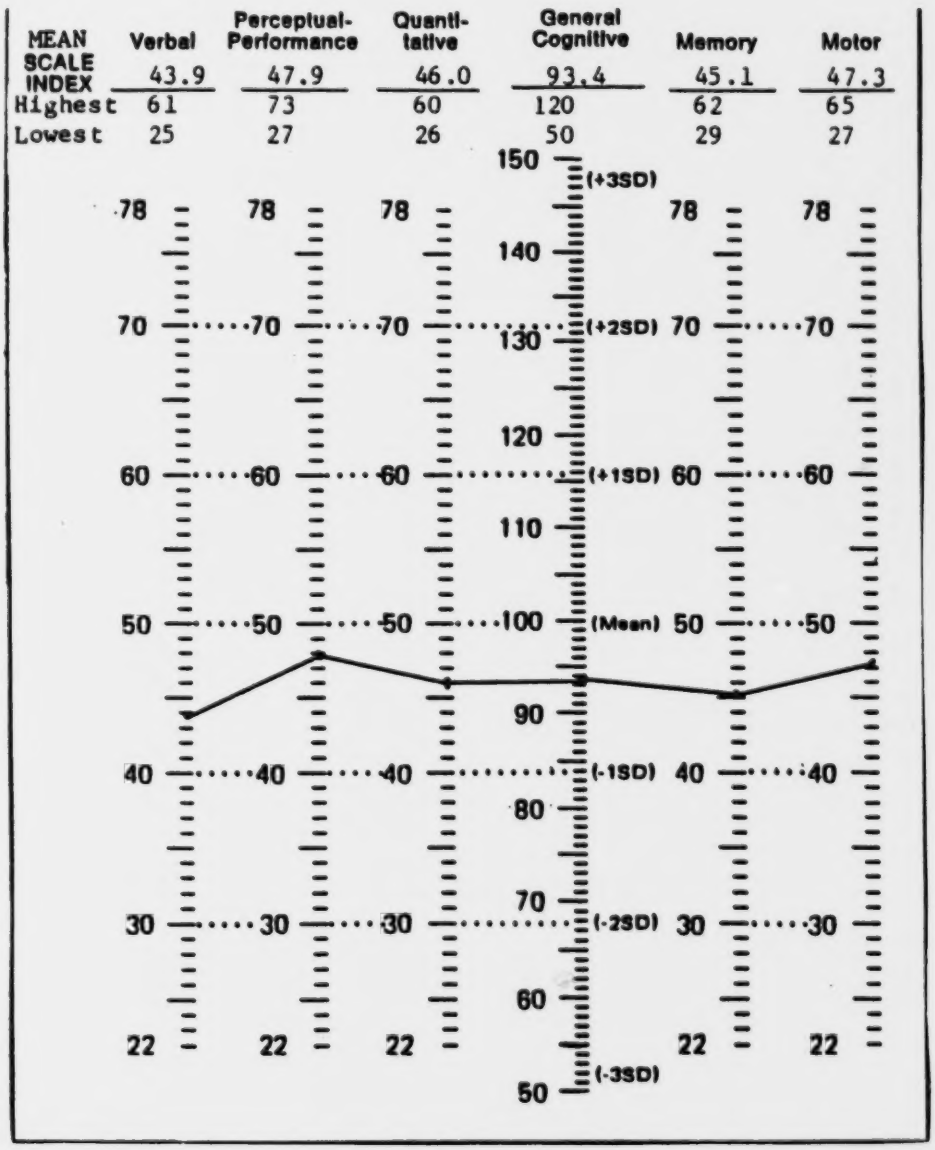
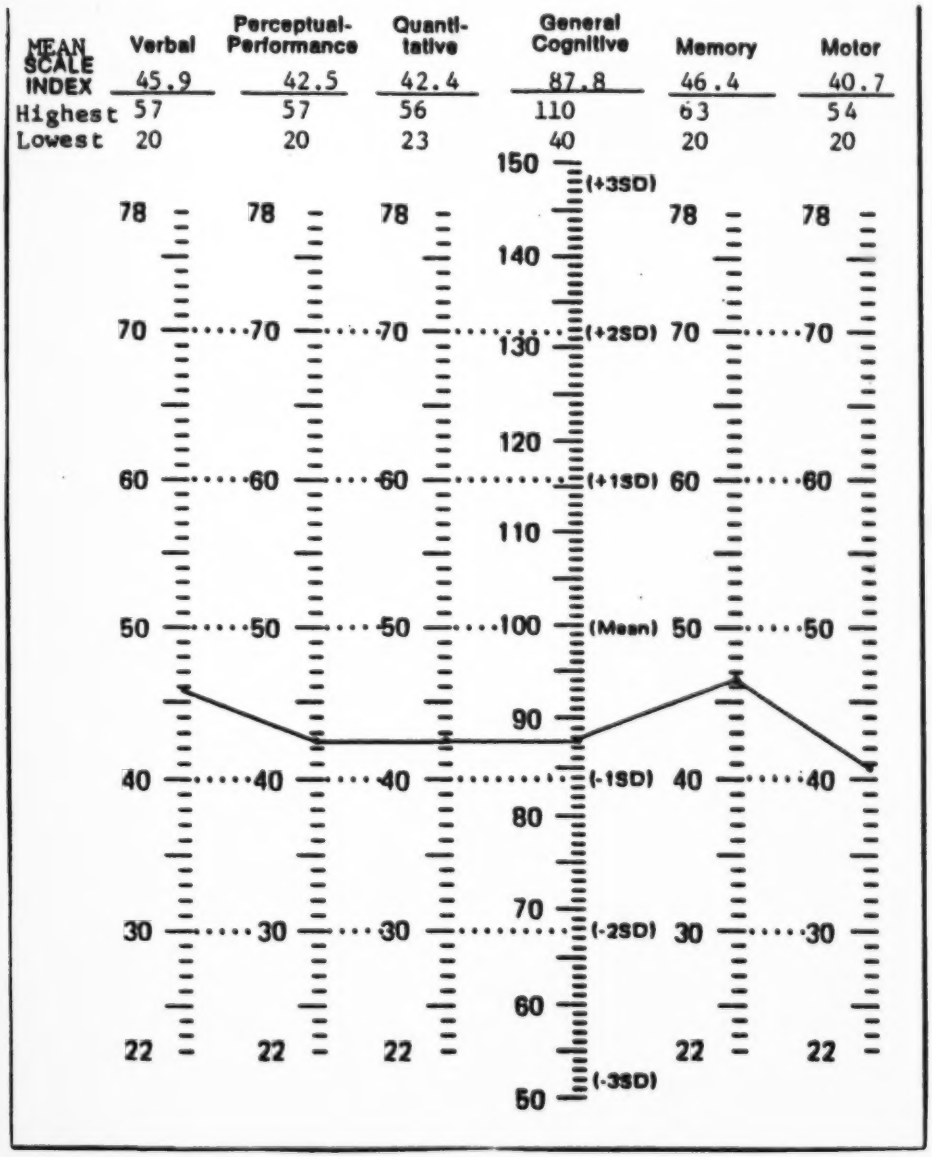


CHART 4

State Preschool Program

Summary Data of Pretesting
McCarthy Scales for Children
Fall 1988

Report: 11 CHILDREN 5 YEARS OF AGE



State Preschool Program

Summary Data of Pretesting
McCarthy Scales for Children
Fall 1988

Report: 35 MALE CHILDREN

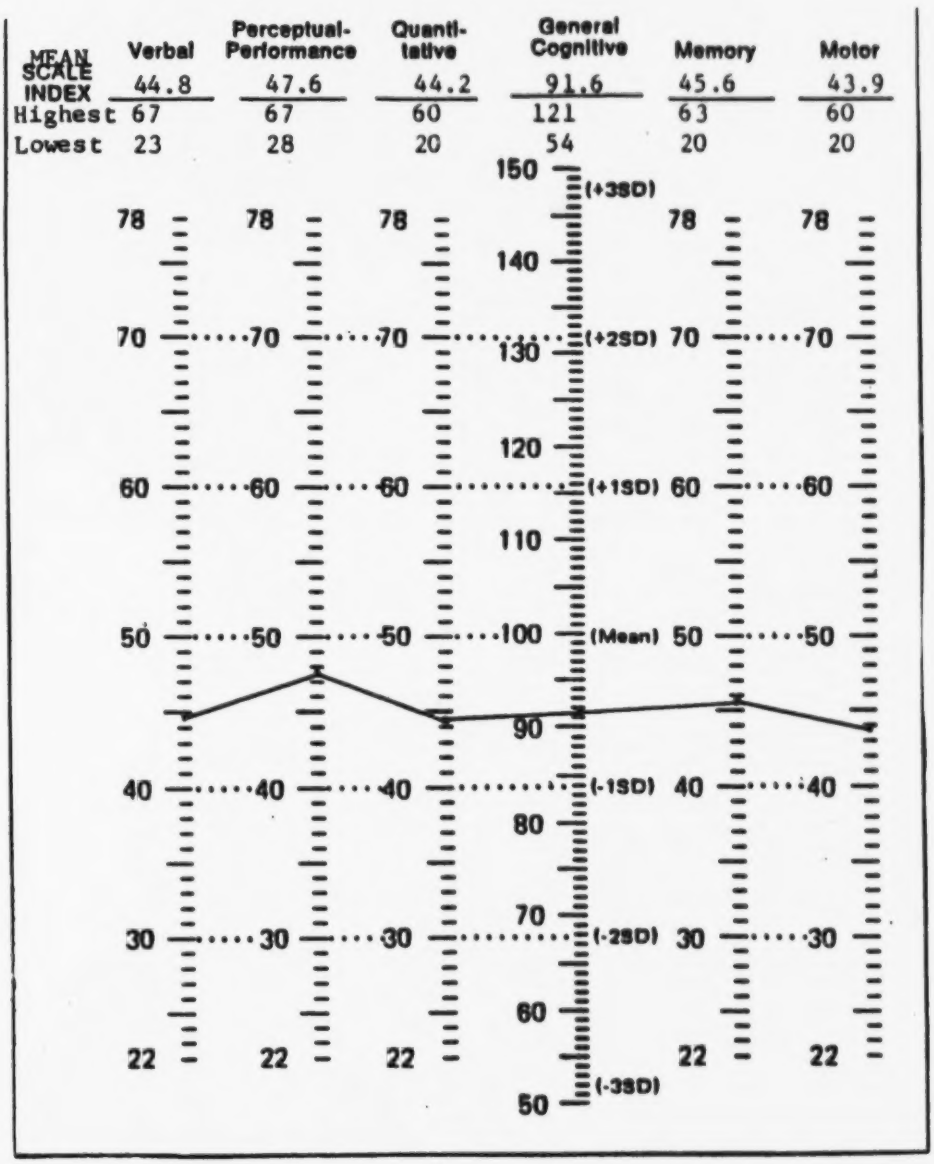
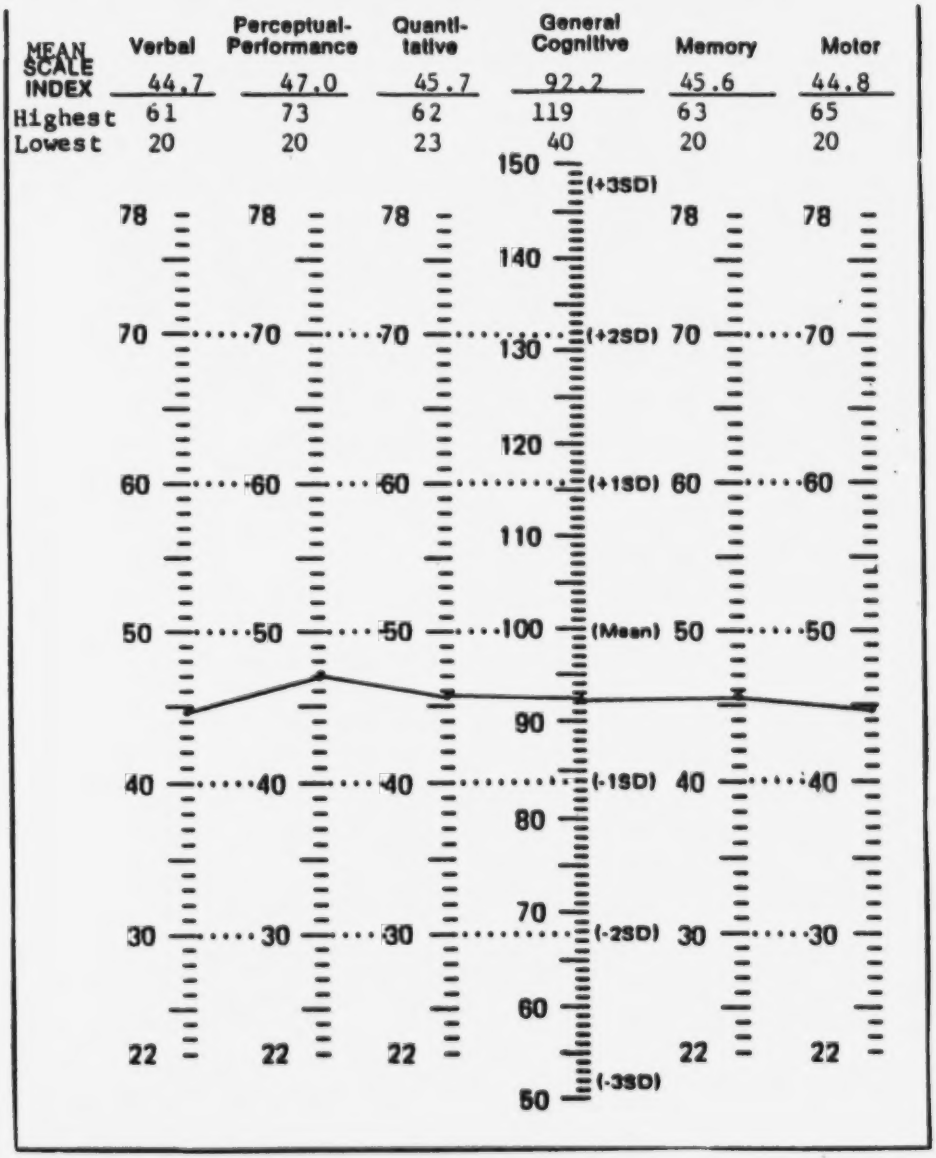


CHART 6

State Preschool Program

Summary Data of Pretesting
McCarthy Scales for Children
Fall 1988

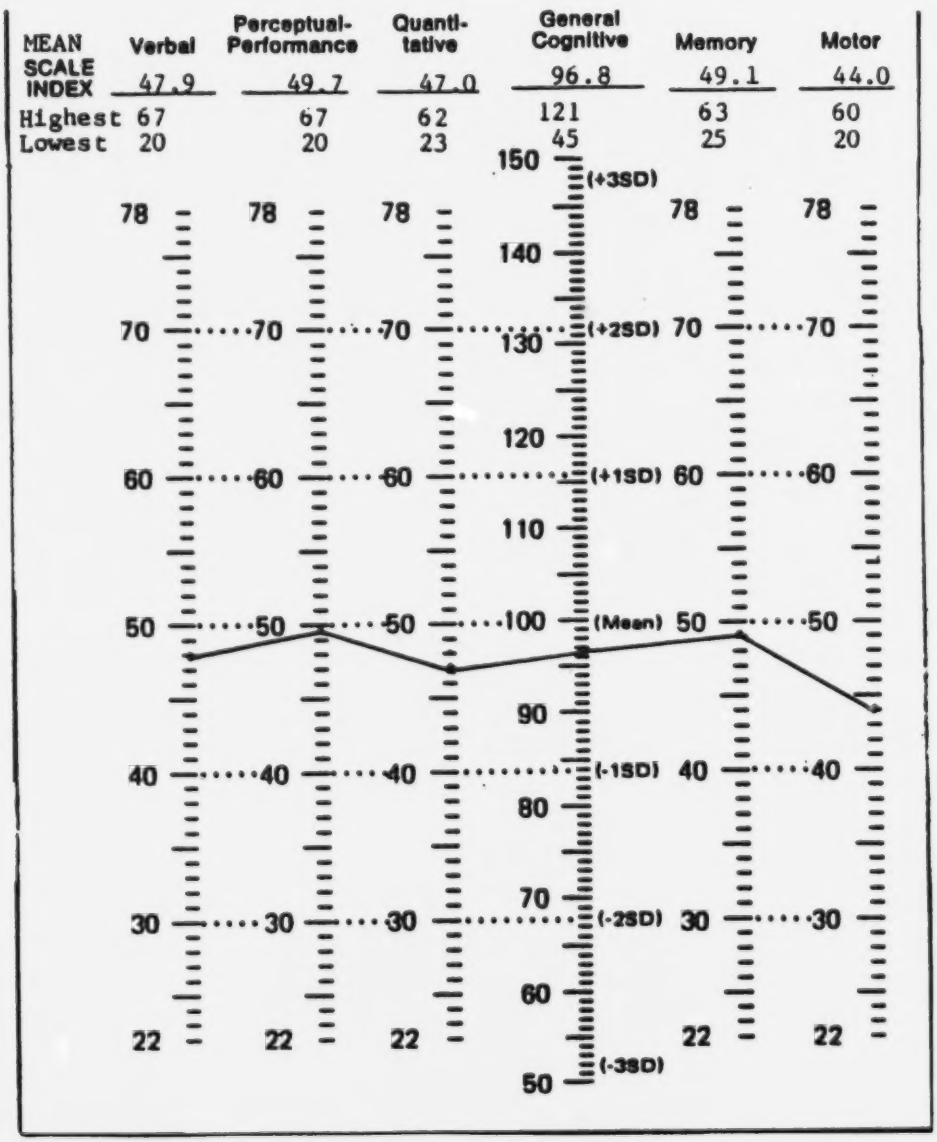
Report: 32 FEMALE CHILDREN



State Preschool Program

Summary Data of Pretesting
McCarthy Scales for Children
Fall 1988

Report: 25 CHILDREN IN CURRY CO.



State Preschool Program

Summary Data of Pretesting
McCarthy Scales for Children
Fall 1988

Report: 19 CHILDREN IN AMA HEAD START

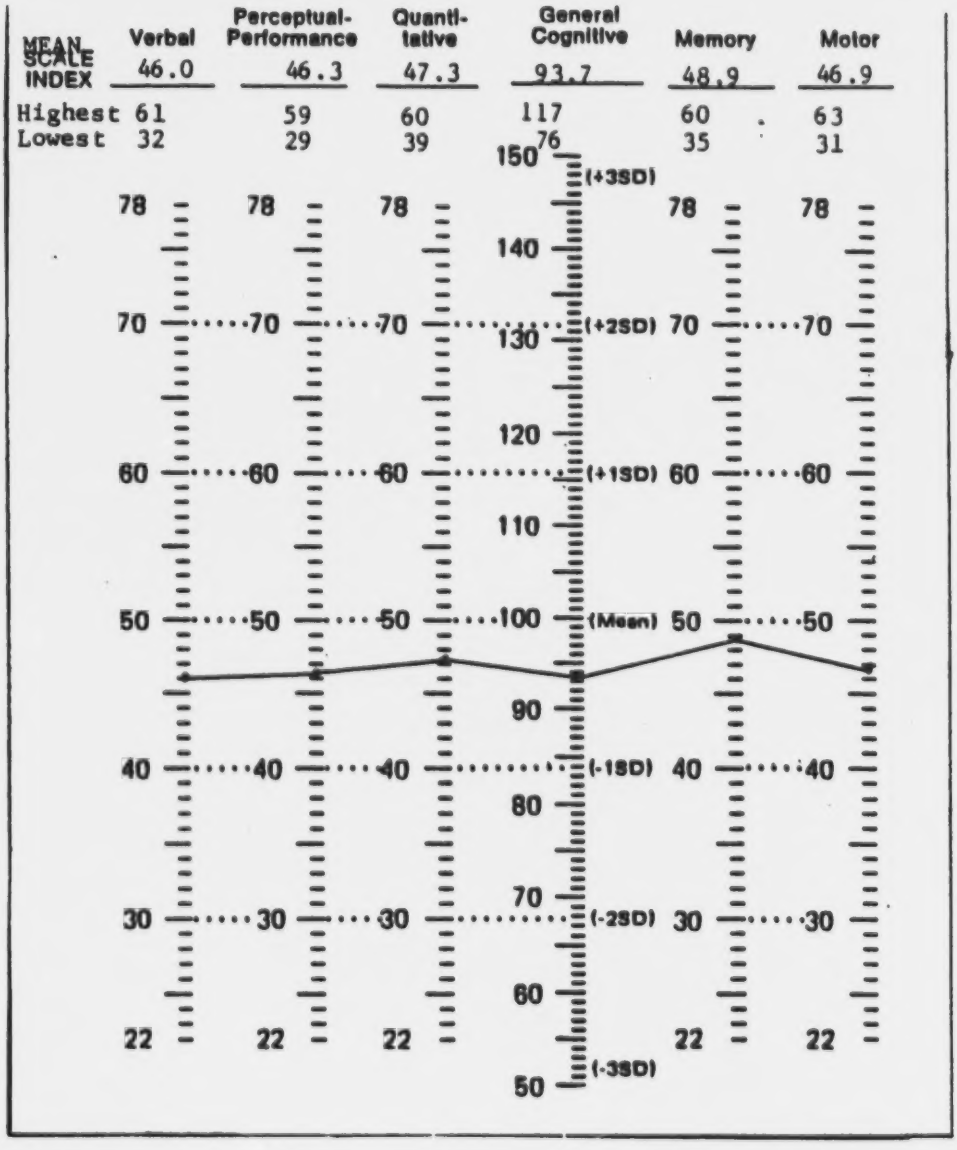
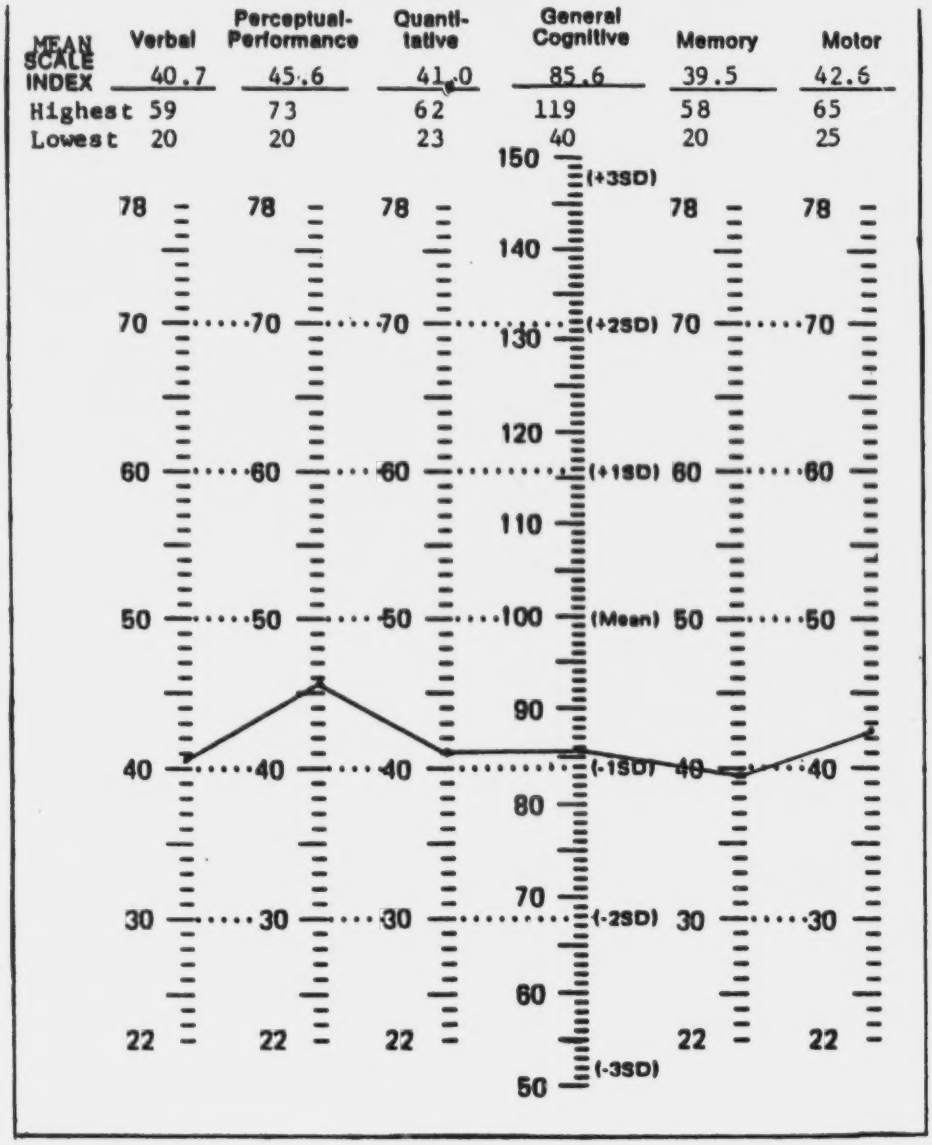


CHART 9

State Preschool Program

Summary Data of Pretesting
McCarthy Scales for Children
Fall 1988

Report: 23 CHILDREN IN UMATILLA/MORROW COUNTY HEAD START



INTERVIEW STUDY

In the first few weeks of the State Prekindergarten programs, interviews were conducted to determine information about perceptions and expectations of the programs. At two rural sites and two urban sites, the following people were interviewed: a program administrator, a teacher, parents, a school board member and a public school administrator and kindergarten teacher. Specifically, they were asked to describe expectations of the program for children and for parents. They were asked about potential changes resulting from the programs, problems or concerns for the programs and predictions of program provisions. Several common themes were expressed in all of the interviews.

The first was an expectation for children, that the programs would be beneficial, enrich their lives and get them ready for school.

> "so children will be better prepared for later school" - a program administrator
>
> "so that they can learn basic skills" - a public school kindergarten teacher
>
> "upgrade children's environments" - a school board member
>
> "learning to get along and to like school" - a parent

The hope for children was accompanied by an expectation of assistance for parents. Frustration characterized the responses, as needs for medical services, parenting information, time and energy were expressed. Program expectations were strong:

> "parents could upgrade their lives" - a school board member
>
> "create a network of support for families" - a program administrator
>
> "help parents be better educators for their children" - a public school administrator
>
> "empower parents with being involved in the program decisions" - a program administrator
>
> "ease frustrations for parents who don't have time or don't know what to do with their children" - a parent

Other expectations were voiced for program staff members as "exciting opportunities in working with young children and families" and varied career changes, "from nursing the elderly for the last 10 years to this new venture with children."

Community awareness of "at risk" families was another expectation theme of the responses. Accompanying the awareness was a focus on social services available for families.

> "We didn't think that there were enough families to support a program, now we can't ignore the needs of these people" - a school board member

"Since the mill closed, I don't have the money for doctors" - a parent

"Parents have already begun networking, one single parent is babysitting for another..." - a program administrator

"Now we can get help for some of the family crises that have been occurring" - a program teacher

The second theme focused on the kind of program and activities which should be provided for children. Interviewees talked about play activities, basic skills, field trips and social learning. The programs are seen as offering the advantages of a preschool experience to those who could not ordinarily afford one. Children with learning difficulties were described as needing the programs and bright children in need of challenge were discussed.

A question of "what children bring to the program" prompted a diversity of responses:

"Right now we're dealing with head lice..." - a program teacher

"There's some abuse coming to our attention, sexual abuse of children" - a program administrator

"One child is living with the trauma of having her mother murdered" - a school board member

"There's an interesting range of cultures which will benefit the program" - a school board member

"Dental and medical needs" - a parent

Concerns for the prekindergarten programs included worries about funding, those families not reached by the programs, qualifications of program staff and continued parent involvement. Along with the worries was an expression of confidence directed at program administrators and staff. "We know--and--and they'll do a good job with the children."

rw/spec1694

A DAY IN THE LIFE OF CHILDREN AND FAMILIES

Introduction

In order to describe the effects of Oregon's State Prekindergarten Program, in depth observations of children and families have been conducted. Two children have been targeted at each of four sites, one male child and one female child. Once a month, they are observed for the entire length of their time in the prekindergarten program. Twice a year they are observed at play at home with family or in their neighborhood.

When the target children are observed, a record is made of their activities, conversations, interactions with people and environment, and verbal and nonverbal expressions. A capsule version of the first months of a child's experiences is provided in "A Day in the Life."

At Home -

Home is a small trailer in a settlement of mobile homes in the country or a small one bedroom apartment in a HUD housing complex. Furnishing are sparse--some items broken--clothing/laundry is scattered about. There are two or three young children (birth to age four), and one or two parents. Mothers often do babysitting, fathers work a night shift.

Young children have a few toys and sometimes a storybook. Time is spent with mother, drawing on scrap paper with a pencil, or in pretend play with toys. "My color crayons got broken and we threw them away." Books are read or looked at over and over again.

A can of peas is warmed for lunch or a hamburger is served without a roll.

Visitors to these homes are greeted with skepticism by adults, interest and attention by children.

At the Prekindergarten Programs -

Soon after arrival, children go to shelves and get a tub of rubber puzzles or a tray of magnetic letters. They sit near each other and play quietly, sorting colors, making a train out of puzzle pieces or stacking letters. A teacher sits close by and asks questions, "How did you make that train?" or "Where do you think those shapes belong?"

At cleanup time, children put toys away on shelves and hear comments, "The tray goes right here," or "You put the tub in the right place." Children all sit in a circle and sing a "Friend Song" then "Frere Jacques" with a teacher and aide. A few children at a time go with the aide and wash their hands, some set the table. Children eat toast, jam, milk and bananas at two large tables together. A record plays softly in the background. When finished, children take their own dishes to a cart and throw away napkins.

After breakfast, children participate in roll call by saying each name in a chant. Seated in a circle with their teacher, they talk about the season of fall and the leaves falling. They look at a pumpkin and pictures of fruits and vegetables. Discussion leads to talk of eating candy and "getting cavities." A small group stays with an aide and cuts

the pumpkin open, looks at and touches the seeds. Other children go to the other side of the room to glue fabric pieces and buttons to paper. Their teacher comments and questions about colors, shapes, designs on their papers.

When children are not busy, they can be seen dancing to a record playing, or sitting quietly with a book, or touching shells at a science table.

A child arrives late with her mother. The teacher calls out, "How are you feeling?" to the mother and some conversation about pregnancy takes place. The mother helps her child hang her coat.

Late in the morning, children go outside. Two of them run around a hill, then go to the sandbox. They sit on the edge, filling plastic containers. There is intense concentration, conversation about making a birthday cake, and stirring of sand in bowls. "I'm making a strawberry cake." "Mine's chocolate--I like a little chocolate." The two children leave the sandbox and move to tire swings. Soon they see a ball and begin playing with it. Lots of laughter is heard, they throw the ball, chase it and fall over it.

When, "It's time to go in," there is some shuffling to be first. A line forms and children return to the room. Soon they are seated on the floor listening to a story.

rw/spec1546